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K. Malini

Ph.D Research Scholar

Sri Sarada College of Education (Autonomous),

Salem, Tamil Nadu, India

malini1124@gmail.com

A Sem Approach to Evaluate The Language Anxiety, Lexical Competence And Teacher Behaviour Of Secondary Level English Language Teachers

Abstract: Language anxiety is the feeling of nervousness worry, apprehension and uneasiness knowledgeable when learning a second language. Some persons are more given to anxiety than others and may feel anxious in a wide variety of situations. It can be defined as the fear or nervousness going on when a learner is expected to perform in the second or foreign language or the worry and negative emotional reaction when learning a second language. Lexical competence is the skill to recognize and use words in a language in the way that speakers of the language use them. Teacher behaviour is a behaviour usually performed by a teacher related to the students in different circumstances. The teacher plays the main role in a language classroom so the teacher behaviour depends mostly on students. The objective of the study was to find out the level of secondary school teachers language anxiety, lexical competence and the behaviour of teachers in the subject of English language. For the purpose of collecting information three questionnaires were used; the normative survey method has been adopted by the investigator and stratified random sampling method was used. English language teachers working in secondary schools form the population for this study. The data was collected from the government, government aided, and private schools in Tamil Nadu. The data was collected from 1046 English language teachers of

250 secondary schools from six districts of Tamil Nadu state. The tool was used for the present study language anxiety, lexical competence and teacher behaviour. The result revealed that Language anxiety influence 40% of teacher behaviour, Lexical competence influence 3% of teacher behaviour, and 47% of lexical competence and language anxiety influence teacher behaviour.

Keywords: lexical competence, language anxiety, teacher behaviour, secondary level English language teachers

1. Language Anxiety

Etymologically speaking, the word “anxiety” may be a noun created of an adjective “anxious”. Anxiety is like other effective factors such as tiredness, boredom, anger and emotional disorders. It is entirely associated with the psychology of the individual. It does not happen as a single concern; it can rather acquire forms of expression and can be considered as: **state** and **trait** anxiety, **situation-specific** anxiety, and **facilitate** versus **debilitate** anxiety. Anxiety is the subjective approach of anxiety, fear, nervousness, and worry associated with the arousal of the autonomic nervous system. According to Negassi (2009) anxiety is “associated with feelings of uneasiness, self-doubt, apprehension or worry”. However, he thought that it was difficult to define anxiety using one simple sentence. According to Horwitz *et al.* (1986:128) anxiety is 'a distinct complex of self-perception, belief, feelings and behaviours related to classroom language learning stem from the uniqueness of the language learning process. Language anxiety is the feeling of nervousness worry, apprehension and uneasiness knowledgeable when learning a second language. Some persons are more given to anxiety than others and may feel anxious in a wide variety of situations. It can be defined as the fear or

nervousness going on when a learner is expected to perform in the second or foreign language or the worry and negative emotional reaction when learning a second language.

2. Lexical Competence

Lexical competence is the aspect of communicative competence that deals with knowledge of lexical or vocabulary items and their importance and the ability to use them properly. It is normally well known that without grammatical accuracy, an utterance may be understood, but without precise vocabulary, it is indeed difficult. Lexis belongs to the level of language which concerns lexical items or content words in the English language. Generally, while grammar deals with closed word classes such as the preposition, pronoun, conjunction and the primary and modal auxiliaries, lexis involves the four open word classes which are the noun, adjective, lexical verb and adverb. Lexical word classes are known as open classes because new words can continually be added to them (Haja Mohideen Bin Mohamed Ali 2012). Lexical definition of a term also called the dictionary meaning. It is the meaning of the term in common usage. As its alternative name implies, this is the sort of definition one is likely to find in the dictionary. A lexical classification is communicative, reporting actual usage within speakers of a language and changes with changing the usage of the term, rather than narrow, which would be to attach with a version regarded as “accurate”, despite of drift in accepted meaning. They tend to be inclusive; attempting to capture everything the terms is used to refer to and, as such are often too vague for many purposes. When the breadth or imprecision of a lexical definition is unacceptable, a precisising definition is often used.

3. Teacher Behaviour

Teacher behaviour is a behaviour usually performed by a teacher related to the students in different circumstances. The teacher plays a major role in an English classroom so the teacher

behaviour depends mainly on students. In the case of education procedure, the teacher has to take over a proper task towards students. The interaction with the students in the language classroom relates to teacher behaviour. Even teacher behaviour manipulates the relationship with students and the behaviour performed by the teacher can react in the language classroom. A teacher performs many reactions and observation while teaching in the classroom. It makes interaction with the students to achieve the goals of education. So, all those activities which a teacher performs in the classroom are known as the teacher's classroom behaviour. Teacher behaviour may be considered as the role which a teacher plays for all over development of his pupils. With this role (behaviour) he also tries to modify the student's behaviour derivable (Precious Sheoran 2012).

4. Review Of Literature

Annie Mae Berowa (2018) analyzed the levels of language anxiety experienced by learners of English as a second language (ESL) in davao del norte, philippines. The results showed there was no significant relationship between English language anxiety vis-à-vis gender and year-level of the students. **Dwi Sulistyorini (2018)** assessed language anxiety and its effect on students speaking performance. The finding of the study relation between language anxiety and students speaking performance were analyzed based on students interview answer, speaking score, and anxiety level. **Weerasinghe (2014)** analyzed developing lexical competence in the process of learning English as a second language. The results revealed a significant improvement in their lexical competence which substantiated the hypothesis that improving lexical competence had a positive impact on learners overall language proficiency. **Bernardo Riffo, Edna Velasquez (2016)** compared lexical competence and reading comprehension: A pilot study with heritage language learners of Spanish. The results showed that the relationship between grammatical and lexical knowledge in reading and auditory tasks with college

students. He found that both grammatical and lexical knowledge correlated significantly with reading, but only lexical knowledge accounted for both the variation in reading comprehension and listening comprehension. **Yousef Mehdipour and Balaramulu (2013)** reviewed the student's attitude toward the teacher's behaviour in Hyderabad universities. Results showed that majority of the postgraduates had a positive attitude to their teacher's behaviour. The major conclusions of the study were that students were found to be content with the positive behaviour of their teachers.

Liliana Ciascai, Iulia-Elena Vlad (2014) studied the perception of school and university students of ideal teacher behaviours. Results evidencing the behaviours of the teacher are presented there was a significant difference between high school and university students with respect to the behaviours of the ideal teacher.

5. Statement Of The Problem

The statement of the problem stated as "A SEM APPROACH TO EVALUATE THE LANGUAGE ANXIETY, LEXICAL COMPETENCE AND TEACHER BEHAVIOUR OF SECONDARY LEVEL ENGLISH LANGUAGE TEACHERS"

6. Need And Significance Of The Study

The English language is one of the most important characteristic forms of human behaviour. Language and human life are connected to each other. It is the system of phonetics, grammar and vocabulary which themselves are the systems. The language teacher anxiety found that there are several factors affecting the teacher's anxiety. It can be improved by motivating the students to learn the English language by using the innovative method of teaching. The teaching and learning management plays a major role in teaching the English language to reduce their language anxiety in classrooms. English language teachers' capacity can be improved by

managing students with good ability and by decreasing the number of students in their classroom. For the development of English language teaching, the teacher should opinion the students in pronunciation and vocabulary. Teachers must enquire the meaning for the words using the dictionary. The teachers' language anxiety can be improved by attending workshops, seminars and conferences to enhance their skills in language proficiency.

Lexical competence of teachers in teaching the English language can be improved by using different teaching techniques. It will also be helpful to find out secondary school teachers personal competency that has a great impact on students character building. This study can promote teachers training centres to develop pedagogical skills in teachers. It can provide guidelines for preparing recruitment criteria for teachers and framing suitable curricula in the subject of English at the secondary level. It will help to increase the quality of education at school level particularly in the subject of English and in turn to achieve the objectives at this stage.

Teacher behaviour with students includes different aspects. It consists of different actions like expression and interaction with students. It also deals with speech. It relates communicate with students in appropriate voice modulation an appropriate face. There are different types of teaching aids, where the student can simply understand the theory by using visual and audio aids. It comprises of using power point presentation to implement the concept before students. Teacher behaviour also manipulates different task orientation concepts like conductive tests or exams. By setting up a model question paper and also to discuss the topic of lecture and course objective in the classroom.

Language anxiety, teacher behaviour and lexical competence include the various aspects deals with communicating approach with the students. These concepts also help the teacher is acquiring knowledge about how to use vocabulary and presentation skills. The methodologies used in these terminologies will help teachers to improve their behavioural aspects like

expression and voice modulation. The cognitive approach of using language anxiety, lexical competence and teacher behaviour will increase language proficiency while teaching can be improved by using approach voice modulation and pace. Even this kind of rapport created between the students and teachers can be improved in the classroom teaching.

7. Research Paradigm

Research Paradigm includes a method, population, sample and tools in the research.

The method was chosen for the study

The normative survey method was adopted for the present study.

Population

The population of the study includes English language teachers working in secondary schools in six districts namely Salem, Chennai, Coimbatore, Karur, Madurai and Krishnagiri.

The sample for the study

For the present study stratified random sampling technique was used. The data was collected from Government, Government aided and Private schools in Tamil Nadu. The investigator selected 1046 English language teachers from 250 secondary schools of six districts.

Tools used for the study

The following tools were used for the present study

[a] Language anxiety scale [b] Lexical competence inventory [c] Teacher behaviour scale

TABLE SHOWING THE TOOLS FOR DATA COLLECTION

<i>Language anxiety</i>	Language Anxiety tool was developed by Horwitz & Horwitz Cope (2000) and adapted by the investigator
Items	Fifty items
Scale	5-point Likert scale. (1= Strongly Disagree,

	5 = Strongly Agree)
<i>Lexical competence</i>	Lexical competence tool was developed by investigator
Items	Fifty
Inventory	Grammatical items
<i>Teacher Behaviour</i>	Teacher behaviour tool was developed by Harry G. Murray (2009)
Author	and adapted by the investigator
Items	Fifty-five items
Scale	5-point Likert scale. (1= Strongly Disagree, 5 = Strongly Agree)

The first tool was the secondary level language teachers containing fifty items about **language anxiety** and five dimensions *Anxiety in Performance, Self Perception, Self-improvement, Group membership & Interaction and Fear of negative evaluation*. Each accompanied by a 5-point Likert scale: (1 = Strongly Disagree, 5 = Strongly Agree). The second tool was developed by the investigator of secondary level language teachers containing fifty items about **lexical competence** and eight dimensions viz, *Prefix & Suffix, Sentence Pattern, Tenses, Adverb, Idiom, Phrasal Verb, Syllables, clauses, syllables, noun, verb, adjective*. The third tool was the secondary level language teachers containing consisted of fifty-five items about **teacher behaviour** with five alternatives to respond as (5=Excellent, Not Satisfactory=1) marks was given accordingly and seven dimensions viz, *Expression, Interaction, Organization, Disclosure, Teaching Aids, Task Orientation and Rapport*.

7. Item Analysis

Item analysis is a statistical technique which is used for selecting and rejecting the items of the test on the basis of their difficulty value and discriminated power. It is related to the several

items of statistical analysis in analyzing characteristics and features of a test. They consist of validity, reliability and level of difficulty.

7.1 Language Anxiety

Table – 2 Item Wise Corrected Item Total Correlation

Item No	Items	'r' Value	Remark
1	I feel comfortable when I am speaking English.	0.880	Selected
2	I won't be nervous while I speak English.	0.775	Selected
3	I won't get confused when I speak English in the classroom.	0.876	Selected
4	I won't too nervous even I forget things which I know.	0.877	Selected
5	I become conscious while handling the language lab.	0.673	Selected
6	I look highly confused while I explain unfamiliar terms.	0.779	Selected
7	I feel weary to handle students without a basic knowledge of English.	0.978	Selected
8	I never bother to take extra language classes.	0.684	Selected
9	I always sustain with the English content for major themes.	0.751	Selected
10	I won't panic/frustrate while speaking English without preparation.	0.875	Selected
11	I am happy to handle language class.	0.772	Selected
12	I think language teaching increases my workload.	0.976	Selected
13	It irritates me to prepare for language class because it reduces my leisure time.	0.875	Selected
14	I feel difficult to learn rules for speaking English correctly.	0.673	Selected
15	I feel bad when my students, have a low attitude towards.	0.752	Selected

16	I frequently get tensed in the classroom	0.881	Selected
17	I feel confident when I speak English.	0.924	Selected
18	I prepare a lesson well before going to class daily.	0.790	Selected
19	I am sure self-improvement is in our own hands.	0.782	Selected
20	I often get students' feedback about my teaching for my betterment.	0.727	Selected
21	I am confident in handling equipment in the language lab.	0.662	Selected
22	I like to converse in English with my students.	0.927	Selected
23	I cite good examples of each concept.	0.684	Selected
24	I try to ease students, who get upset over language classes.	0.712	Selected
25	I create a positive attitude towards English among students.	0.875	Selected
26	In English class, I immediately respond to all queries to motivate students.	0.740	Selected
27	I stress the significance of grammar.	0.725	Selected
28	I feel quality when students have poor motivation level in my classroom.	0.693	Selected
29	I clarify doubts in the subject matter in familiar conversational language.	0.675	Selected
30	I use proper pause and modulation while I speak English.	0.850	Selected
31	I always teach vocabulary, tense more clearly.	0.687	Selected
32	I use to tell happenings of every event with simple words and vocabulary.	0.813	Selected
33	I am nervous even on my way to classroom English language.	0.728	Selected

34	I find unease to answer the student's questions confidently.	0.696	Selected
35	I feel comfortable even among native speakers.	0.934	Selected
36	I worry about the results of my teaching in English language class.	0.832	Selected
37	I think my students were speaking English better than me.	0.789	Selected
38	I am anxious though I prepared well for teaching English.	0.687	Selected
39	I feel difficult to prepare for language classes.	0.690	Selected
40	I feel distressed though I prepared well for teaching English.	0.783	Selected

Most difficult items, which were not attempted by most of the teachers, were modified to ensure simplicity, clarity and unnecessary items were deleted. Total 10 items were deleted out of 50 items, 40 items were retained and the scale was finalized. The item wise - corrected item-total correlation was calculated with the collected data scores.

Table – 3 Deleted Items of Language Anxiety

S.No	Item No	Items	'r' Value
1	6	I know to control my emotion when students so many questions while am teaching.	0.280
2	7	I provide apt teaching materials for students to improve than speaking skills.	0.321
3	10	Being a non-native English speaker, I afraid to handle language class.	0.246
4	18	I feel weak for not having enough language teaching material.	0.275
5	20	I feel unconfident to handle if I don't have enough time for perception.	0.317

6	23	I ask whether students understand the concept before proceeding to the next topic.	0.275
7	26	I think self-criticism and improvement mutually contribute more to my professional development.	0.219
8	31	I frequently give an opportunity for students to interact ask questions in my classroom.	0.259
9	41	I feel embarrassed when unable to answer students question inside the classroom.	0.310
10	42	I feel insulted when students correct my mistakes in the classroom.	0.275

Table – 4 Reliability Value of Language Anxiety Scale (LAS)

Scale	Items	Formula	Reliability Value
Language Anxiety Scale	50	Cronbach's Alpha	0.879

7.2 Lexical Competence Inventory

Lexical competence inventory developed by the investigator it consists of 50 grammatical items. The maximum score could be 50 as the total number of items was 50 and the minimum score could be 0.

Table – 5 Item Wise Corrected Item-Total Correlation

Item No	Items	'r' Value	Remark
1	-----code	0.841	Selected
2	-----national	0.742	Selected
3	-----view	0.749	Selected
4	-----form	0.684	Selected

5	-----logy	0.783	Selected
6	un-----	0.668	Selected
7	Child	0.794	Selected
8	demo-----	0.927	Selected
9	develop-----	0.785	Selected
10	for-----	0.834	Selected
11	He has fixed the computer -----	0.743	Selected
12	The company has been very successfully ----- ----	0.932	Selected
13	They are reading in the library -----	0.836	Selected
14	She goes to school -----	0.743	Selected
15	The earth ----- (move) around the sun.	0.757	Selected
16	I ----- (live) in this house since 2008.	0.832	Selected
17	She ----- (look) worried about something.	0.759	Selected
18	They ----- (play) football now.	0.742	Selected
19	We ----- (go) there next week.	0.686	Selected
20	The baby crawled ----- (slow/slowly)	0.672	Selected
21	He plays the guitar ----- (nicely/nice)	0.745	Selected
22	The bag was ----- heavy. (extremely/extreme)	0.731	Selected
23	She speaks English ----- (perfect/perfectly)	0.694	Selected
24	He ----- put the vase on the table. (carelessly/careless)	0.752	Selected

25	When -----fly you will buy this fancy house.	0.701	Selected
26	My cousin talks too much, she really ----- -on my nerves.	0.687	Selected
27	Everything here costs an arm and a ----- -.	0.736	Selected
28	All these promises these politicians make are just ----- in the sky.	0.693	Selected
29	He has been successful in his life. He went from - ----- to riches.	0.752	Selected
30	put off	0.674	Selected
31	drop out	0.756	Selected
32	run away	0.837	Selected
33	Enjoyable	0.681	Selected
34	Management	0.970	Selected
35	Communication	0.845	Selected
36	Explanation	0.746	Selected
37	Sorrow -----	0.758	Selected
38	Contain -----	0.854	Selected
39	Noteworthy -----	0.747	Selected
40	Smile -----	0.866	Selected

Most difficult items, which were not attempted by most of the teachers, were modified to ensure simplicity and clarity and some, repeated and unnecessary items were deleted. Total 10 items were deleted out of 50 items, 40 items were retained and the scale was finalised. The item wise - corrected item-total correlation was calculated with the collected data scores.

Table – 6 Deleted Items of Lexical Competence Scale (LCI)

S.No	Item No	Items		'r' Value
1	14	I wrote my friend a letter -----		0.238
2	31	look after		0.249
3	35	makeover		0.332
4	36	Main clause	While the flowers bloom, I will plant more trees.	0.255
5	37	Subordinate clause	The man who committed the theft last night has been caught.	0.347
6	38	Subordinate clause	The teacher said that honesty is the best policy.	0.251
7	39	Relative clause	She worked for a man (the man used to be an athlete) - (who, which, that)	0.284
8	40	Relative clause	We broke the computer (the computer belonged to my father)-(who, which, that)	0.317
9	44	Understand		0.342
10	49	Prestige -----		0.252

Table – 7 Reliability Value of Lexical Competence Scale (LCI)

Scale	Items	Formula	Reliability Value
Lexical Competence Inventory (LCI)	50	Cronbach's Alpha	0.753

7.3 Teacher Behaviour Scale

Teacher behaviour Scale consisted of 55 items with five alternatives to respond as 'Excellent [E], Very Good [V], Good [G], Satisfactory [S], and Not Satisfactory [NS] and 5, 4,3,2,1 marks was given accordingly. The maximum score could be 250 as the total number of items was 50 and the minimum score could be 50.

Table – 8 Item Wise Corrected Item-Total Correlation

Item No	Items	'r' Value	Remark
1	I speak in a dramatic expressive way.	0.874	Selected
2	I use to move about while lecturing in the classroom.	0.846	Selected
3	I will make gestures with hands or arms.	0.797	Selected
4	I will tell jokes or humorous anecdotes.	0.725	Selected
5	I smile or laugh while teaching.	0.814	Selected
6	I will make eye contact with students.	0.763	Selected
7	I effectively use prepared notes or text.	0.780	Selected
8	I will make gestures with head or body.	0.691	Selected
9	I use to avoid distracting mannerism.	0.588	Selected
10	I use to help students to acquire good manners and habits.	0.685	Selected
11	I will encourage students to ask questions.	0.782	Selected
12	I offer constructive criticism.	0.785	Selected
13	I ask questions for individual students.	0.790	Selected
14	I ask questions in the classroom as a whole.	0.759	Selected
15	I will incorporate student's ideas in the classroom.	0.762	Selected
16	I use a variety of activities in the classroom.	0.690	Selected
17	I enjoy a friendly relation with the students.	0.787	Selected
18	I will use the question answer techniques properly.	0.772	Selected
19	I use headings and subheadings to organize teaching.	0.724	Selected
20	I explain the outline of the lecture on the blackboard.	0.858	Selected
21	I provide a preliminary overview of teaching at the beginning of class.	0.725	Selected

22	I explain each topic first into the course as a whole.	0.747	Selected
23	I make a review of the topics covered in my previous lecture at the beginning of each class.	0.758	Selected
24	I periodically summarize points previously discussed.	0.670	Selected
25	I use to solve the teaching-learning problems through action research.	0.847	Selected
26	I provide the sample exam questions.	0.728	Selected
27	I provide clear expectations for all the assessed work.	0.695	Selected
28	I state my objectives of each lecture during class hours.	0.803	Selected
29	I remind often the test dates and assignment deadlines.	0.748	Selected
30	I state my objectives of the course as a whole.	0.635	Selected
31	I can perform the duty regularly and punctually.	0.689	Selected
32	I use visual teaching aids in my classroom.	0.791	Selected
33	I make an effort to ensure the readability of visual aids.	0.758	Selected
34	I make use of audio, video and computer equipment in my classroom.	0.657	Selected
35	I use presentation software.	0.812	Selected
36	I normally use a student's interaction in my classes.	0.932	Selected
37	I use different teaching aids other than white/ Blackboard properly.	0.689	Selected
38	I make teaching effective with different teaching techniques.	0.788	Selected
39	I will advise students on how to prepare for tests or exams.	0.797	Selected
40	I will provide sample exam questions to students.	0.856	Selected

41	I will teach my lessons at a rapid pace.	0.741	Selected
42	I use to digress from the theme of content.	0.919	Selected
43	I will state the course objective in my classroom.	0.760	Selected
44	I use to address individual students by their name.	0.916	Selected
45	I offer to help students with problems.	0.683	Selected
46	I mainly show the tolerance of other points of their view.	0.691	Selected
47	I will discuss with students before or after class.	0.794	Selected
48	I will use the library and also encourage the students to use the library.	0.728	Selected
49	I will show interest and respect to all the students.	0.825	Selected
50	I will maintain freedom and security in the classroom.	0.733	Selected

Most difficult items, which were not attempted by most of the teachers, were modified to ensure simplicity, clarity and unnecessary items were deleted. Total 5 items were deleted out of 55 items, 50 items were retained and the scale was finalised. The item wise - corrected item-total correlation was calculated with the collected data scores.

Table – 9 Deleted Items of Teacher Behaviour Scale (TBS)

S.No	Item No	Items	'r' Value
1	14	I will provide an opportunity for students to increase participation through asking questions.	0.321
2	22	I clearly indicate a transition from one topic to the next topic.	0.214
3	27	I can strive for continuous improvement in their knowledge and skills.	0.310
4	29	I advise students on how to prepare for tests and examination.	0.289

5	49	I usually announce availability for consultation outside the classroom.	0.327
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Table – 10 Reliability Value of Teacher Behaviour Scale (Tbs)

Scale	Statements	Formula	Reliability Value(A)
Teacher Behaviour Scale (TBS)	55	Cronbach's Alpha	0.927

8. Data Analysis

Structural Equation Model

SEM is a combination of factor analysis and multiple regression. It also goes by the aliases “causal modelling” and “analysis of covariance structure”. Special cases of SEM include confirmatory factor analysis and path analysis. It is a tool analyzing multivariate data that has been long known in marketing to be especially appropriate for theory structural equation modeling go beyond ordinary regression models to incorporate multiple independent and dependent variables as well as hypothetical latent constructs that cluster of observed variables might represent they also provide a way to test the specified set of relationships among observed and latent variables as a whole and allow theory testing even when experiments are not possible as a results, these methods have become ubiquitous in all the social and behavioural sciences. Structural equation modelling is a statistical technique that combines elements of traditional multivariate models, such as regression analysis, factor analysis and structural equation modelling. The structural equation modelling approach is sometimes also called caused modelling because competing models can be postulated about the data and tested against each other many applications of structural equation modelling can be found in the social sciences, where measurement error and uncertain casual conditions are commonly encountered.

Model testing

In order to evaluate the association between the variables used in the model, structural equation modelling (SEM) was used for data analysis. To test the conceptual model, we used structural equation modelling (SEM) method using AMOS Version 20.

Table-11 Variables used in the Structural equation model

<i>Observed Endogenous Variables</i>		<i>Unobserved Exogenous Variables</i>	
AP	NVA	LA	e11
SP	SS	e1	e12
SI	CS	e2	TB
GMI	PB	e3	e13
FE	IM	e4	e14
EN	AB	e5	e15
IN	TS	LC	e16
ON	SPN	e6	e17
DE	PS	e7	e18
TAS		e8	e19
TON		e9	e20
RT		e10	e21

Summary of SEM analysis output

<i>Summary</i>	<i>Particulars</i>	<i>Value</i>
Notes of Group	The model is recursive.	-
	Sample size	1046
Variable counts	Number of variables in model	45
	Number of observed variables	21

	Number of unobserved variables	24
	Number of exogenous variables	24
	Number of endogenous variables	21
Computation of degrees of freedom	Number of distinct sample moments	231
	Number of distinct parameters to be estimated	45
	Degrees of freedom (231 - 45)	186
Result	Minimum was achieved	-
	Chi-square	764.821
	Degrees of freedom	186
	Probability level	0.000

Variances: (Group number 1 - Default model)

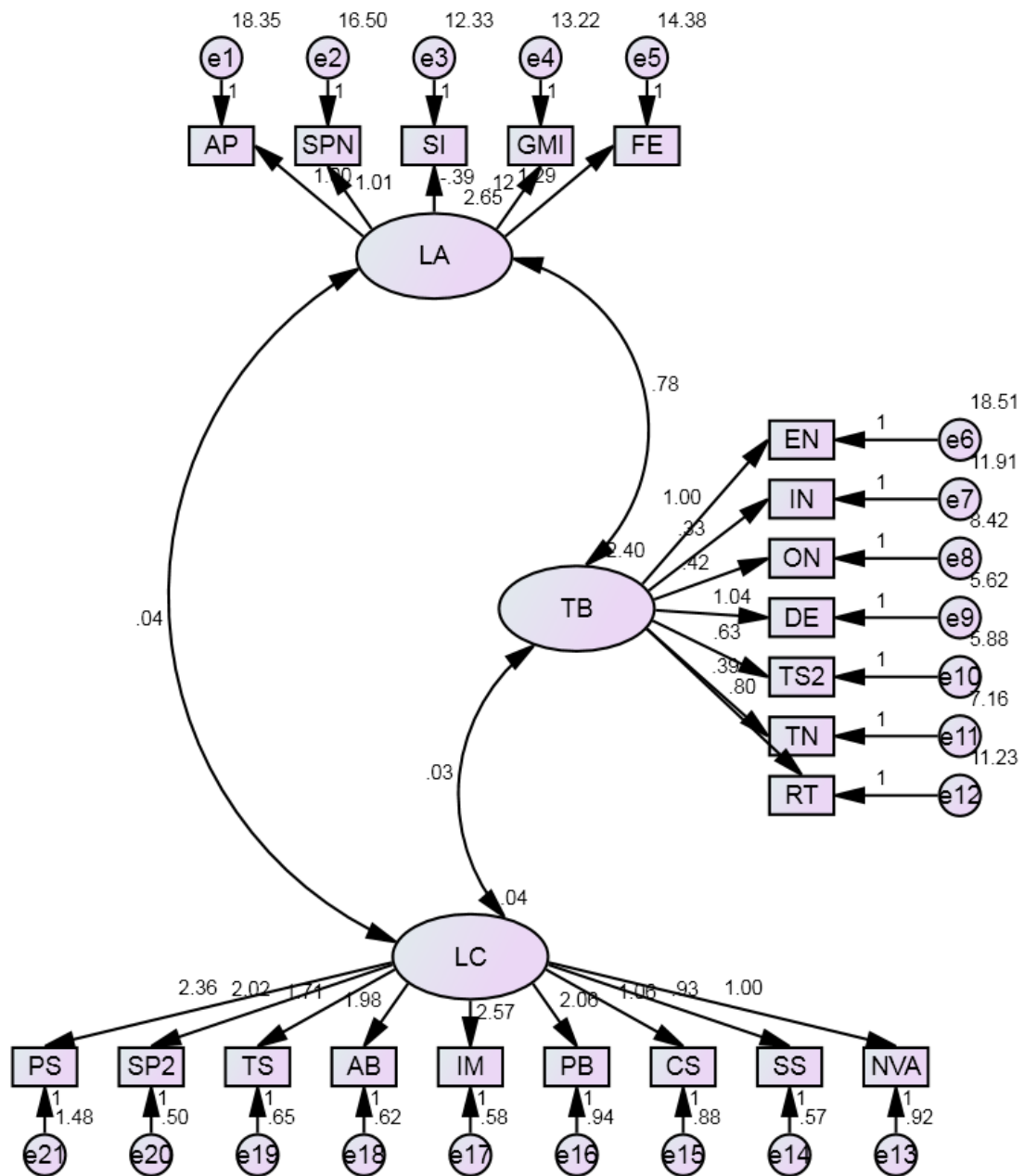
	<i>Estimate</i>	<i>S.E.</i>	<i>C.R.</i>	<i>P</i>	<i>Label</i>
Language Anxiety	2.651	0.780	3.398	***	
Lexical Competence	2.400	0.622	3.858	***	
Teacher Behaviour	0.043	0.016	2.778	.005	
e1	18.352	1.027	17.876	***	
e2	16.500	0.964	17.122	***	
e3	12.327	0.566	21.780	***	
e4	13.219	0.581	22.771	***	
e5	14.384	1.160	12.396	***	
e6	18.514	0.928	19.944	***	
e7	11.907	0.532	22.373	***	
e8	8.424	0.387	21.740	***	

	<i>Estimate</i>	<i>S.E.</i>	<i>C.R.</i>	<i>P</i>	<i>Label</i>
e9	5.616	0.447	12.551	***	
e10	5.881	0.306	19.211	***	
e11	7.155	0.329	21.717	***	
e12	11.226	0.567	19.786	***	
e13	0.925	0.042	22.277	***	
e14	0.565	0.026	22.027	***	
e15	0.878	0.040	22.170	***	
e16	0.942	0.046	20.419	***	
e17	0.585	0.035	16.671	***	
e18	0.625	0.032	19.423	***	
e19	0.655	0.032	20.423	***	
e20	0.502	0.027	18.392	***	
e21	1.481	0.071	20.827	***	

Squared Multiple Correlations: (Group number 1 - Default model)

	<i>Estimate</i>		<i>Estimate</i>
Prefix Suffix	0.140	Teaching aids	0.138
Sentence pattern	0.261	Disclosure	0.317
Tenses	0.163	Organization	0.049
Adverb	0.215	Interaction	0.022
Idioms	0.329	Expression	0.115
Phrasal verb	0.163	Fear of negative evaluation	0.236
Clauses	0.053	Group membership and Interaction	0.003

Syllables	0.063	Self improvement	0.032
Noun, verb, adjective	0.045	Self perception	0.141
Rapport	0.120	Anxiety in performance	0.126
Task orientation	0.050		



Regression Weights

			<i>Estimate</i>	<i>S.E.</i>	<i>C.R.</i>	<i>P</i>	<i>Label</i>
AP	<---	LA	1.000				
SPN	<---	LA	1.011	0.210	4.814	***	
SI	<---	LA	-0.393	0.121	-3.236	0.001	
GMI	<---	LA	0.117	0.109	1.072	0.284	
FE	<---	LA	1.294	0.276	4.690	***	
EN	<---	TB	1.000				
IN	<---	TB	0.333	0.106	3.138	0.002	
ON	<---	TB	0.424	0.099	4.269	***	
DE	<---	TB	1.042	0.171	6.089	***	
TAS	<---	TB	0.627	0.110	5.714	***	
TN	<---	TB	0.394	0.092	4.296	***	
RT	<---	TB	0.799	0.144	5.544	***	
NVA	<---	LC	1.000				
SS	<---	LC	0.934	0.218	4.278	***	
CS	<---	LC	1.060	0.258	4.110	***	
PB	<---	LC	2.057	0.413	4.981	***	
IM	<---	LC	2.571	0.488	5.263	***	
AB	<---	LC	1.983	0.388	5.116	***	
TS	<---	LC	1.714	0.344	4.981	***	
SPN	<---	LC	2.024	0.390	5.194	***	
PS	<---	LC	2.356	0.481	4.893	***	

The table represents AMOS text output for the unstandardised maximum likelihood estimates of structural paths. The significance test is the critical ratio (CR), which represents the parameter estimate divided by its standard error. The parameter estimate is significant at $p \leq 0.05$ and value of C.R is > 1.96 . Fifteen significant structural paths among the exogenous and endogenous latent variables are found to be significant. The probability of getting a critical ratio as large as 4.814, 4.690, 4.269, 6.089, 5.714, 4.296, 5.544, 4.278, 4.110, 4.981, 5.263, 5.116, 4.981, 5.197 and 4.893 in absolute value is less than 0.005. The self-improvement dimension is having a negative influence on language anxiety. The disclosure dimension is highly impacted on teacher behaviour. The critical ratio index can be used as a guide for eliminating the existing paths. In the SEM model totally two structural paths are eliminated because CR values are less than 1.96.

Standardized Regression Weights: (Group number 1 - Default model)

			<i>Estimate</i>
AP	<---	Language Anxiety	0.355
SP	<---	Language Anxiety	0.376
SI	<---	Language Anxiety	0.197
GMI	<---	Language Anxiety	0.252
FE	<---	Language Anxiety	0.486
EN	<---	Teacher Behaviour	0.339
IN	<---	Teacher Behaviour	0.284
ON	<---	Teacher Behaviour	0.220
DE	<---	Teacher Behaviour	0.563
TS3	<---	Teacher Behaviour	0.372
TN	<---	Teacher Behaviour	0.223

			<i>Estimate</i>
RT	<---	Teacher Behaviour	0.346
NVA	<---	Lexical Competence	0.212
SS	<---	Lexical Competence	0.251
CS	<---	Lexical Competence	0.229
PB	<---	Lexical Competence	0.404
IM	<---	Lexical Competence	0.574
AB	<---	Lexical Competence	0.463
TS	<---	Lexical Competence	0.404
SP2	<---	Lexical Competence	0.511
PS	<---	Lexical Competence	0.374

The table shows that the coefficient of *anxiety in performance* is 0.355 which represents the partial effect of anxiety in performance on language anxiety holding, self-perception, self-improvement, group membership and interaction, fear of negative evaluation. The estimated positive sign implies that such effect is positive that language anxiety would increase by 0.355 units for every unit increase the anxiety in performance and this coefficient value is significant at 5% level. The coefficient of *self-perception* is 0.376 which represents the partial effect of self-perception towards language anxiety holding anxiety in performance, self-improvement, group membership and interaction, fear of negative evaluation. The estimated positive sign implies that such effect is positive that language anxiety would increase by 0.376 units for every unit increase the self-perception and this coefficient value is significant at 5% level. The coefficient of *self-improvement* is 0.197 which represents the partial effect of self-improvement towards language anxiety holding anxiety in performance, self-perception, group membership and interaction, fear of negative evaluation. The estimated positive sign implies

that such effect is positive that language anxiety would increase by 0.197 units for every unit increase the self-improvement and this coefficient value is significant at 5% level. The coefficient of *group membership and interaction* is 0.252 which represents the partial effect of group membership and interaction towards language anxiety holding anxiety in performance, self-perception, self-improvement, fear of negative evaluation. The estimated positive sign implies that such effect is positive that language anxiety would increase by 0.252 units for every unit increase the group membership and interaction and this coefficient value is significant at 5% level. The coefficient of *fear of negative evaluation* is 0.486 which represents the partial effect of fear of negative evaluation towards language anxiety holding anxiety in performance, self-perception, self-improvement, group membership and interaction. The estimated positive sign implies that such effect is positive that language anxiety would increase by 0.486 units for every unit increase the fear of negative evaluation and this coefficient value is significant at 5% level.

The coefficient of *Noun, verb, adjective* is 0.212 which represents the partial effect of Noun, verb, adjective towards Lexical Competence Holding Syllables, Clauses, Phrasal Verb, Idioms, Adverb, Tenses, Sentence Pattern and Prefix Suffix. The estimated positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Noun, verb, adjective and this coefficient value is significant at 5% level. The coefficient of *Syllables* is 0.251 which represents the partial effect of Syllables towards Lexical Competence holding anxiety in Noun, verb, adjective, Clauses, Phrasal Verb, Idioms, Adverb, Tenses, Sentence Pattern and Prefix Suffix. The estimated positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Syllables and this coefficient value is significant at 5% level. The coefficient of *Clauses* is 0.229 which represents the partial effect of Clauses towards Lexical Competence holding Noun, verb, adjective, Syllables, Phrasal Verb, Idioms, Adverb, Tenses, Sentence Pattern and Prefix Suffix. The estimated

positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Clauses and this coefficient value is significant at 5% level. The coefficient of **Phrasal Verb** is 0.404 which represents the partial effect of Phrasal Verb towards Lexical Competence holding Noun, verb, adjective, Syllables, Clauses, Idioms, Adverb, Tenses, Sentence Pattern and Prefix Suffix. The estimated positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Phrasal Verb and this coefficient value is significant at 5% level. The coefficient of **Idioms** is 0.574 which represents the partial effect of Idioms towards Lexical Competence holding Noun, verb, adjective, Syllables, Clauses, Phrasal Verb, Adverb, Tenses, Sentence Pattern and Prefix Suffix. The estimated positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Idioms and this coefficient value is significant at 5% level.

The coefficient of **Adverb** is 0.463 which represents the partial effect of Adverb towards Lexical Competence holding Noun, verb, adjective, Syllables, Clauses, Phrasal Verb, Idioms, Tenses, Sentence Pattern and Prefix Suffix. The estimated positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Adverb and this coefficient value is significant at 5% level. The coefficient of **Tenses** is 0.404 which represents the partial effect of Tenses towards Lexical Competence holding Noun, verb, adjective, Syllables, Clauses, Phrasal Verb, Idioms, Adverb, Sentence Pattern and Prefix Suffix. The estimated positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Tenses and this coefficient value is significant at 5% level. The coefficient of **Sentence Pattern** is 0.511 which represents the partial effect of Sentence Pattern towards Lexical Competence holding Noun, verb, adjective, Syllables, Clauses, Phrasal Verb, Idioms, Adverb, Tenses and Prefix Suffix. The estimated positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Sentence

Pattern and this coefficient value is significant at 5% level. The coefficient of **Prefix Suffix** is 0.374 which represents the partial effect of Prefix Suffix towards Lexical Competence holding Noun, verb, adjective, Syllables, Clauses, Phrasal Verb, Idioms, Adverb, Tenses and Sentence Pattern. The estimated positive sign implies that such effect is positive that Lexical Competence would increase by every unit increase the Prefix Suffix and this coefficient value is significant at 5% level.

The coefficient of **Expression** is 0.339 which represents the partial effect of Expression towards Teacher Behaviour holding Interaction, Organization, Disclosure, Teaching Aids, Task orientation, Rapport. The estimated positive sign implies that such effect is positive that Teacher Behaviour would increase by every unit increase in Expression towards Teacher Behaviour and this coefficient value is significant at 5% level. The coefficient of **Interaction** is 0.284 which represents the partial effect of Interaction towards Teacher Behaviour holding Expression, Organization, Disclosure, Teaching Aids, Task orientation, Rapport. The estimated positive sign implies that such effect is positive that Teacher Behaviour would increase by every unit increase the Interaction and this coefficient value is significant at 5% level. The coefficient of **Organization** is 0.220 which represents the partial effect of Organization towards Teacher Behaviour holding Expression, Interaction, Disclosure, Teaching Aids, Task orientation, Rapport. The estimated positive sign implies that such effect is positive that Teacher Behaviour would increase by every unit increase the Organization and this coefficient value is significant at 5% level. The coefficient of **Disclosure** is 0.563 which represents the partial effect of Disclosure towards Teacher Behaviour holding Expression, Interaction, Organization, Teaching Aids, Task orientation, Rapport. The estimated positive sign implies that such effect is positive that Teacher Behaviour would increase by every unit increase the Disclosure and this coefficient value is significant at 5% level. The coefficient of **Teaching Aids** is 0.372 which represents the partial effect of Teaching Aids towards Teacher

Behaviour holding Expression, Interaction, Organization, Disclosure, Task orientation, Rapport. The estimated positive sign implies that such effect is positive that Teacher Behaviour would increase by every unit increase the Teaching Aids and this coefficient value is significant at 5% level. The coefficient of **Task orientation** is 0.223 which represents the partial effect of Task orientation towards Teacher Behaviour holding Expression, Interaction, Organization, Disclosure, Teaching Aids and Rapport. The estimated positive sign implies that such effect is positive that Teacher Behaviour would increase by every unit increase the Task orientation and this coefficient value is significant at 5% level. The coefficient of Rapport is 0.346 which represents the partial effect of **Rapport** towards Teacher Behaviour holding Expression, Interaction, Organization, Disclosure and Teaching Aids. The estimated positive sign implies that such effect is positive that Teacher Behaviour would increase by every unit increase the Rapport towards Teacher Behaviour and this coefficient value is significant at 5% level.

Covariance: (Group number 1 - Default model)

			<i>Estimate</i>	<i>S.E.</i>	<i>C.R.</i>	<i>P</i>	<i>Label</i>
Language Anxiety	<-->	LC	0.044	0.023	1.925	0.054	
Teacher Behaviour	<-->	LC	0.032	0.019	1.704	0.088	
Language Anxiety	<-->	TB	0.781	0.230	3.393	***	

Correlations: (Group number 1 - Default model)

			<i>Estimate</i>
Language Anxiety	<-->	LC	0.131
Teacher Behaviour	<-->	LC	0.099
Language Anxiety	<-->	TB	0.310

To check the efficiency of the model fit certain efficiency criteria's are used and their results are given in the following table.

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	66	764.821	186	.000	4.112
Saturated model	252	.000	0		
Independence model	42	1691.767	210	.000	8.056

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.490	.937	.922	.754
Saturated model	.000	1.000		
Independence model	.755	.847	.832	.770

Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.548	.490	.616	.559	.609
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.055	.051	.059	.030
Independence model	.082	.079	.086	.000

Models Fit Summary

Variable	Value
CMIN	764.821

CMIN/DF	4.112
GFI	0.937
AGFI	0.922
CFI	0.609
RMR	0.490
RMSEA	0.055

From the table, it is found that the calculated CMIN/DF is 4.112 which is less than 0.05 which indicates perfectly fit. GFI (goodness of fit index) value and AGFI (Adjusted goodness of fit index) value is greater than 0.9 which represent it is a good fit. The calculated CFI (Comparative fit index) value is 0.609 and that it is found that RMR (Root mean square residuals) is 0.490 and RMSEA (Root mean square error of approximation) value is 0.055 which is less than 0.10 which indicated it is perfectly fit.

9. Major Findings Of Structural Equation Modeling

Language anxiety of secondary level English language teachers would be increased by

- a) 0.355 for every unit increase in the anxiety in performance.
- b) 0.376 for every unit increase the self perception
- c) 0.197 for every unit increase the self improvement
- d) 0.252 units for every unit increase the group membership and interaction
- e) 0.486 units for every unit increase the fear of negative evaluation

Lexical competence of secondary level English language teachers would be increased by

- a) 0.212 for every unit increase in noun, verb, adjective
- b) 0.251 for every unit increase in syllables
- c) 0.229 for every unit increase in clauses
- d) 0.404 for every unit increase in phrasal Verb

- e) 0.574 for every unit increase in idioms
- f) 0.463 for every unit increase in adverb
- g) 0.404 for every unit increase in tenses
- h) 0.511 for every unit increase in the sentence pattern
- i) 0.374 for every unit increase in Prefix Suffix

Teacher behaviour of secondary level English language teachers would be increased by

- a) 0.339 for every unit increase in expression
- b) 0.284 for every unit increase in interaction
- c) 0.220 for every unit increase in organization
- d) 0.563 for every unit increase in disclosure
- e) 0.372 for every unit increase in teaching aids
- f) 0.223 for every unit increase in task orientation
- g) 0.346 for every unit increase in rapport

The calculated CMIN/DF is 4.112 which is less than 0.05 which indicates perfect fit. GFI (goodness of fit index) value and AGFI (Adjusted goodness of fit index) value is greater than 0.9 which represent it is a good fit.

The calculated CFI (Comparative fit index) value is 0.609 and it is found that RMR (Root mean square residuals) 0.490 and RMSEA (Root mean square error of approximation) value 0.055 which are less than 0.10 which indicated perfect fit.

- ❖ Language anxiety influence 40% of teacher behaviour.
- ❖ Lexical competence influence 3% of teacher behaviour.
- ❖ 47% of lexical competence and language anxiety influence teacher behaviour.

10. Summary And Conclusion

The problem of the present study titled *“A Sem Approach To Evaluate The Language Anxiety, Lexical Competence And Teacher Behaviour Of Secondary Level English Language Teachers”*. The researchers adopted a normative survey method. 1046 secondary level language teachers from 250 schools and in six districts were selected as a sample by stratified random sampling technique. Three research tools were used to collect the required data. The teachers usually have anxiety while they are handling classes in language classrooms. So overall performance is low and they have to improve their performance by increasing their self-confidence while they are teaching in class. Another important criterion for secondary level language teachers has to improve their self-perception to create a pleasant environment inside the classroom. Self-improvement of a language teacher will enhance the level of a teacher to achieve greater height in his/her career. Sentence pattern for a language teacher will be improved by using different practices provided in textbooks and using modern teaching methods. By maintaining proper syllables, clauses and sentence pattern the lexical competence level of a language teacher can be increased. The improvement of teacher behaviour can be easily achieved by using the following seven dimensions. It was also noted that gender, type of school, marital status, academic qualification, teaching experience of the study were also playing a vital role in hindering the choice of language anxiety and lexical competence and also a high level of teacher behaviour in secondary level language teachers.

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